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Dr. Jeremy Carpendale - Publication List  
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Harrassowitz Verlag  
Fortescue, Michael 2006. Drift and the Grammaticalization Divide between Northern

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and Southern Wakashan. International Journal of American Linguistics, Vol. 72, Issue. 3, p. 295. Moravcsik, Edith A.

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Merin, 26, had completed her BA in Communicative English in Kochi when she married Bestin alias Yahiya.

Your students are changing. Technology is changing. The idea of the classroom is changing. Now, the way your students learn German is changing as well. In preparation for this edition of Kontakte, we conducted extensive research, employing a wide array of research tools including surveys, focus groups, and ethnographic studies to identify the key goals and challenges of the introductory German course. Not surprisingly, communication and cultural competence are among the top goals of the majority of instructors, who are facing the challenges of fewer contact hours, budget cuts, and new course formats that make these goals difficult to achieve. The Seventh Edition of Kontakte continues to offer a truly communicative approach that supports functional proficiency while responding to these changing needs in new and exciting ways. As a direct result of our research, we created Connect German ([www.connectgerman.com](http://www.connectgerman.com)), a powerful online learning platform that includes the ebook, the online Arbeitsbuch, an audio/video chat feature, and a brand-new video filmed in Leipzig, thereby offering a flexible solution for the evolving introductory German landscape. Enhanced by these powerful new

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digital tools, the Seventh Edition of Kontakte does the following: Engages students in authentic culture and inspires them to communicate with confidence by providing them with the natural contexts they need to develop their language skills Provides tools for flexibility and easy course administration Achieves consistent results across the different course formats offered: face-to-face, hybrid, and online. \*Connect German, including but not limited to the workbook/lab manual, the video program, and chat tools, is sold separately and does not come automatically with the purchase of the textbook.

This best-selling German text is based on and inspired by the Natural Approach, pioneered by Tracy D. Terrell. Students learn German through communicative contexts with an emphasis on the four skills and cultural competence, with grammar functioning as an aid to language learning and not as an end in itself. The abundance of interesting personalized activities and a wide variety of authentic and author-written readings in Kontakte ensure that students are exposed to rich language input, critical to language acquisition. A full range of supplements, including video, audio and interactive online materials, provide multiple opportunities to practice newly acquired vocabulary and grammar and further refine developing language skills.

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"Kontakte continues to offer a truly communicative approach that supports functional proficiency, supported by the full suite of digital tools available in Connect. This proven introductory German program maintains its commitment to meaningful communicative practice as well as extensive coverage of the 5 C's and the ACTFL Proficiency Guidelines 2012. Now in its ninth edition, Kontakte has greatly expanded its digital offering: Connect now contains the full scope of activities originating from both the white and blue pages of the student text and the Workbook / Laboratory Manual (Arbeitsbuch). Furthermore, the digital program now offers LearnSmart®, an adaptive learning program that helps students learn grammar and vocabulary more efficiently by tailoring the experience to individual student needs"--

Multimedia and video related technologies are reshaping and reframing the practice of teaching and learning in higher education. This volume critically examines new research on how multimedia technologies are being used in higher education to increase learner engagement and collaboration in and out of the classroom.

Claire Kramersch and Lihua Zhang use an ecological approach and a complexity thought model to examine the identities, experiences,

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and practices of foreign language teachers as native or non-native speakers, multilingual instructors, and professional educators. What is their sense of legitimacy? How do they bridge the historical and cultural gaps between them and their students? What stories do they share in the classroom? Which do they not share? How do they view their ethical responsibility? Drawing on primary research with teachers at the college level in the US, the book explores some of the key issues related to teaching languages in an era of increasing global mobility, institutional control, and educational uncertainty. "In this landmark publication, Kramersch and Zhang show us the challenges facing the multilingual instructor and the importance of understanding their experiences in order to improve the quality of teaching and learning as transformative practices. The ecological framework provides a very useful model for future studies, while the attention to the ethical role of the multilingual instructor is a timely reminder to us all." Li Wei, Chair of Applied Linguistics, UCL Institute of Education, University College London  
Claire Kramersch is Emerita Professor of German and Professor of the Graduate School of Education at University of California, Berkeley  
Lihua Zhang is Lecturer of Chinese and Chinese Language Program Coordinator at University of California, Berkeley  
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with the natural contexts they need to develop their language skills Provides tools for flexibility and easy course administration Achieves consistent results across the different course formats offered: face-to-face, hybrid, and online.

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By integrating cognitive linguistics and sociocultural theories, this groundbreaking book presents empirical studies on selected grammatical and semantic aspects that are challenging for second/foreign language learners. Through in-depth studies exploring eight different languages, this book offers insights generated through the synergy between cognitive linguistics and sociocultural theories that can be readily incorporated into teaching.

Each chapter of the workbook section begins with a useful summary of the grammar points presented in the corresponding chapter of the student text. The workbook section features a variety of exercises including sentence-building/sentence-completion exercises, fill-ins, matching exercises and realia-based and

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